

走向未来

Chinese for Tomorrow

新中文教程
A New Five-Skilled Approach

教师手册 第二册
Volume 2 Teacher's Manual

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This sample includes:

Copyright Page, Table of Contents, Preface,
Samples from Lesson 14 (teaching schedules, excerpt of answer key for L14
textbook exercises, quiz and oral test sections)

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序言

教师手册是教师教课的参考材料，也可以起到教师的助手的作用。《走向未来》新中文课程第二册教师手册跟第一册一样每课主要有五个部分：1) 课程表，2) 课堂活动，3) 学生用书的练习答案，4) 笔试例题和答案，5) 口试例题。

《走向未来》新中文课程第二册的课本是为二年级中文课设计的，课文的长度和词汇量都超过第一册，内容更深刻，因此需要更多的课时教授。本书的课程表是按每一课教九次制定的，包括电脑室学习时间，另外还布置了作业。其中课文用四次，练习两次，阅读和复习一次，电脑室一次和考试一次。这个课程表只是供教师参考的，本课本的特点之一是练习内容多，形式多样，因此教师可以根据情况调整教学进度和教学内容。如果学生可以把练习都做了，他们应该可以比较好地掌握课文内容。一般的中文班一周上三四个学时，根据这个进度，《走向未来》新中文课程第一册一年级学完，第二册可以在第二学年学完。如果课时多或学生程度好，教师可以适当加快进度。

教师手册的课堂活动结合了说汉语和认知汉字，内容有趣，形式活泼，对消化课文内容，活跃课堂气氛和提高学习效果起到很好的补充作用。建议可以在教课文的时候穿插进行，也可在复习课使用。教师手册除了有活动说明，还提供了所有活动所需的材料，包括卡片、问题等，为教师使用提供了方便。练习答案是供教师参考使用的，因为语言是活的，有的练习是开放式的，不能像数学答案那样非对即错。我们出的试题也是为教师提供方便，并不是非用不可。教师可以根据教学情况自己出试题，或自己出和教师手册的结合起来用。

综上所述我们可以看出教师手册是教师的好帮手，它可以起到减轻教师负担，提高教学效果，更好地使用《走向未来》教材系列的目的。

PREFACE

This Teacher's Manual is the key reference work for teachers using the *Chinese for Tomorrow* series, and plays the useful role of a teaching assistant. Like the first volume, the second volume of the Teacher's Manual is divided into five main sections: 1) sample teaching schedules; 2) class activities; 3) answer keys to the exercises in the student text-

book; 4) sample written quizzes, with answer keys; and 5) sample oral assessment topics and questions.

Chinese for Tomorrow, Volume 2 is designed for the second year of Chinese language study. Accordingly, the length of the reading texts and number of new vocabulary items is greater than in Volume 1, the content is more sophisticated, and therefore each section requires more teaching time. The teaching schedule for this book is organized around the standard of nine class periods for each lesson, including computer lab time, with additional time for homework and assignments. Within this framework, teachers should spend four periods on the reading texts, two on the activities, and one on the reading and review exercises, with one period of computer time and one for a final assessment.

When introducing new texts, teachers should focus on guiding students in the following areas: absorbing new vocabulary, mastering correct pronunciation, understanding the meaning of the texts, and practicing proper usage of language points. One of the singular features of this series is that we offer a wealth of different activities, with different targets and formats, allowing teachers to easily adapt the sample teaching schedules to fit the individual needs of their program. With most Chinese classes meeting three or four times a week, *Chinese for Tomorrow*, Volume 1 should be completed at the end of the first year course, and Volume 2 by the end of the second year. If there is more class time in your program or if the students' level is particularly high, the teacher can move more quickly.

The class activities included in this Teacher's Manual play a significant supporting role, combining opportunities for speaking and character recognition with interesting material and a lively format, helping students better assimilate the content of the reading texts, and helping teachers provide an interactive and dynamic classroom environment. In addition to activities and explanations, the Teacher's Manual also provides all materials needed for class activities, including flash cards and activity cards, question sheets, etc., making it easy to construct engaging, relevant lessons. Teachers may also choose to create activity rewards for added student motivation; some rewards could include candy, homework passes, or other small prizes.

Answer keys are provided for most of the exercises, except those that are classified as "open," meaning that they offer opportunities for student creativity and exploration, and do not have a simple "right" or "wrong" answer. These Open Vocabulary exercises can be assigned as optional or supplementary exercises, and students can download them directly from the *Chinese for Tomorrow* companion website at <http://my.cheng-tsui.com/cft>.

The exam questions we provide are also for the teacher's convenience, and may be adapted and modified to suit the needs of your particular teaching environment.

In short, the Teacher's Manual is a valuable resource that can lessen the teacher's burden significantly, increase the efficiency of teaching, and help the teacher better achieve the goals of the *Chinese for Tomorrow* series.

第十四课 Lesson 14

大学生的课外活动

Extra-curricular Activities of College Students

► 课程表 **Sample Teaching Schedule**

课程 Class Session	教学内容（如果没加注明，这些内容都是课本的内容） Teaching Content (unless otherwise specified, all content is found in the Textbook)
第一节 Session 1	► 对话一：生词、课文、语言应用注释 ► Dialogue 1: New Words, Text, Notes on Language Usage
第二节 Session 2	► 对话一：复习课文 ► 对话二：生词 ► Dialogue 1: Review the text ► Dialogue 2: New Words
第三节 Session 3	► 对话二：课文 ► 语言应用注释 ► Dialogue 2: Text ► Notes on Language Usage
第四节 Session 4	► 叙述：生词、课文、语言应用注释 ► Narration: New words, Text, Notes on Language Usage
第五节 Session 5	► 听说练习 ► 语法分册：第十四课前半：一. 副词“才”和“就”二. “不……就不，没有……就不/就没有”句型；练习三、四和六 ► Exercises for Listening and Speaking ► Grammar Book, first half of Lesson 14: I. The Adverbs 才 and 就 II. Sentences with 不……就不，没有……就不/就没有；Grammar Exercises III, IV and VI
第六节 Session 6 (电脑室) (Lab Session) ¹	一. 电脑与汉字练习 二. 听课文录音 1. Exercises for Computing and Learning Characters (Textbook) 2. Listen to the audio recordings of the texts (www.cheng-tsui.com)
第七节 Session 7	► 课文练习 ► 语法分册：第十四课后半：三. 再谈比较，四. “由于”和“是由于”句型；和五. 副词“又”和“再”；练习一、二、五和七 ► Exercises for Understanding the Texts ► Grammar Book, second half of Lesson 14: III. More on Comparisons IV. Sentences with 由于 and 是由于 and V. The Adverbs 又 and 再；Grammar Exercises I, II, V and VII

¹ 如果在你们学校没有电脑室等设备，可以把这些活动布置给学生作课外作业。If there is no facility for a lab session in your classroom, these activities may be assigned outside of class, as homework.

第八节 Session 8	▶ 阅读理解 ▶ 复习第十四课 (包括课本和语法分册的内容) ▶ Reading Comprehension ▶ Lesson 14 Review (covering Textbook and Grammar Book)
第九节 Session 9	▶ 小考试题 ▶ Quiz
作业 Homework	一、用电脑打一遍本课课文。 二、作文 (课本131页练习五) 三、翻译句子 (课本131页练习六) 1. Type the Lesson 14 text using a computer 2. Composition (Textbook page 131, Exercise 5) 3. Selected Translation exercises (Textbook page 131, Exercise 6)

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► 课堂活动 Classroom Activities

1. 配对活动 Matching Activities

活动说明

全班分几个组，每组有一套美国学生的和一套中国学生的活动卡，然后对比两套卡，把两组一样活动的卡放在一起，不一样的放在一起，然后和其他组配对的卡比较，如果有不一样的要各自说出理由。

Instructions

Divide the class into a few groups. Print out the activity cards below and give each group both an American activities set and a Chinese activities set. Have each group compare their sets of cards, placing the matching activities together and non-matching activity cards together. When all of the groups are finished matching, compare how each team has grouped the cards together. If there are any differences in the matching, each group should explain why they matched the cards this way.

美国大学生的课外活动 (American College Students' Extra-curricular Activities):

玩美足

看新电影

跳舞

复习功课

跟女朋友一起吃晚饭

滑冰

美足超级碗聚会

教堂作义工

打工

找工作

中国大学生的课外活动 (Chinese College Students' Extra-curricular Activities):

图书馆看书

出国

考研(研究生)

回家

上街

到茶室

去网吧

看电影

留学生联欢会

人才交流市场

► Simplified Character Set

美国大学生的课外活动 (*American College Students' Extra-curricular Activities*):

玩美足	滑冰
看新电影	美足超级碗聚会
跳舞	教堂作义工
复习功课	打工
跟女朋友一起吃晚饭	找工作

中国大学生的课外活动 (*Chinese College Students' Extra-curricular Activities*):

图书馆看书	出国
去网吧	考研(究生)
看电影	回家
留学生联欢会	上街
人才交流市场	到茶室

► Traditional Character Set

美國大學生的課外活動 (**American College Students' Extra-curricular Activities**):

玩美足	滑冰
看新電影	美足超級碗聚會
跳舞	教堂作義工
復習功課	打工
跟女朋友一起吃晚飯	找工作

中國大學生的課外活動 (**Chinese College Students' Extra-curricular Activities**):

圖書館看書	出國
去網吧	考研(究生)
看電影	回家
留學生聯歡會	上街
人才交流市場	到茶室

2. 识字冠军 Champion of Word Recognition

活动说明

全班分成两组，每组坐成一圈。一组用中国学生活动卡，一组用美国学生活动卡。每个同学都要有一套卡。老师说开始的时候，每个同学从自己的卡里抽一张出来，给圆圈里的所有同学看。大家都注意看是否有人拿着跟自己一样的卡。要是有别的同学也拿着跟自己一样的卡，他/她就要说：“xxx（那个同学的名字）也有_____（那个字）”。谁先说谁赢另一个同学的卡。被叫名字的同学要把自己的卡给叫他/她的同学。要是两个人同时叫的就自己保存自己的卡，继续做活动。要是没有人有一样的卡，再开始下一轮。学生交完卡后老师再说“开始”，进行下一轮。老师可以决定活动进行多长时间。时间到了，让同学用中文数每个人有多少张卡。游戏结束的时候卡最多的同学是该组的识字冠军。

Instructions

Divide the class into two groups, having each group sit in a circle. One group will use Chinese students' activity cards and the other will use American students' activity cards. Every student should have a full set of their group's cards. When you say, “开始,” each student should pick up a card from his or her own collection at random, and show it to the other members of their group. If they see another student in the circle holding the same card, he or she should call out, “XXX 也有 _____ (the word on the card).” Whoever calls this out first gets the other person's card. If they call out at the same time, both students keep their cards and continue with the game. If no one has the same card, the group moves to the next round. Begin each new round by calling, “开始” again. You can decide how long to play the game. At the end of the game, ask the students to count in Chinese how many cards each of them has. The student with the most cards at the end of the game is the winner of the group.

▶ 练习答案 Answer Keys

听说练习 Exercises for Listening and Speaking

一、完成对话。(1. Work in pairs to complete the dialogue.)

- A: 你怎么今天没有去教堂作义工?
B: 我每个星期日都去,可是今天有事,不能去。
A: 你晚上去参加美足超级碗晚会吗?
B: 去。我要带点儿饮料去。你呢?
A: 今天晚上有新英格兰队比赛,我当然去了。我要带一些甜点去。
B: 我不喜欢新英格兰队,我是纽约队的球迷。今天新英格兰队赢不了。
A: 算了吧,新英格兰队是全美最好的球队,一定会赢。
B: 那好,我们晚上就知道了。
A: 对了,你看见王星了吗?我要跟他借本书。
B: 他去中央公园滑冰了,你晚上可以看到他,他也去晚会。
A: 那好,晚上见。
B: 晚上见。

二、听对话,回答问题。(2. Listen to the conversation and answer the questions.)

听力对话 Text for Listening

- A: 我想找个课外工作,挣点零花钱。
B: 你以前做过吗?我在的那个电脑咨询公司要招人。
A: 真的?可是我的电脑技术太差,可能做不了。
B: 那你去图书馆试过吗?那儿经常招学生打工。
A: 我在那儿登记了。不过听说图书馆给的钱少。
B: 钱虽然不多,但工作不累,还可以学到很多东西。在学校这是一份很不错的工作。
A: 你说的也对。还有什么办法找工作吗?
B: 学校有个职业发展(就业)办公室,你可以把简历给他们,加入他们的电子邮件网,以后就可以收到公司招人的信息了。
A: 好,我明天下了课就去。
B: 你也可以到网上和报纸上看看,有没有什么你可以做的工作。
A: 对,我现在就去查。谢谢。
B: 不谢,再见。

1. A 为什么要找工作？

挣点零花钱。

2. 为什么 A 不能去 B 的公司？

B 的电脑技术太差，可能做不了。

3. 为什么 A 不想去图书馆？

听说图书馆给的钱少。

4. 为什么 B 说应该去图书馆工作？

钱虽然不多，但工作不累，还可以学到很多东西。

5. 为什么要把简历给职业发展办公室？

以后可以收到公司招人的信息。

 三、先听对话，然后两人一组朗读。**(3. Listen to the following conversation without looking at the book, and then read it aloud in pairs, first by following the pinyin, then by following the characters.)**

Jiǎ: Xiàwǔ wǒmen dào cháshì zuòzuo ba, hǎo cháng shíjiān méiyǒu liáoliáo le.

Yī: Āiya, bù xíng. Wǒ hái děi zhǔnbèi tuōfú.

Jiǎ: Nǐ yī tiān dào wǎn kànshū, lèi bù lèi yā? Nǐ yīnggāi zuò diǎnr bié de shì.

Yī: Kěshì hái yǒu yī ge yuè jiù yào kǎoshì le, wǒ děi zhǔnbèi yā.

Jiǎ: Nǐ jiù zhīdào chūguó. Duì le, wǒmen qù wǎngba wánwanr, dào wǎngshang chūguó.

Yī: Bù qù. Yào qù nǐ zhǎo biérén qù.

Jiǎ: Āi, zhēn méijīn. Nà wǒmen qù réncái jiāoliú huì kànkàn zěnmeyàng? Wǒ děi xiāngxiang bìyè yǐhòu de gōngzuò le.

Yī: Nǐ zìjǐ qù ba. Wǒ bìyè yǐhòu yīdìng chūguó, wǒ bù zhǎo gōngzuò.

Jiǎ: Duì le, nǐ bù shì zài xuéxí Yīngwén ma? Wǒmen qù kàn Yīngwén diànyǐng zěnmeyàng?

Yī: Zhè hái chà bù duō, shénme diànyǐng?

Jiǎ: Xīn dào de Měiguó dàpiàn. Wǎnshang qī diǎn, zài Dàhuá Diànyǐngyuàn.

Yī: Hǎo, kàn wán yǐhòu wǒ hái kěyǐ jiē zhe kànshū.

Jiǎ: Shén me, nǐ hái yào kànshū yā? Zhēn ná nǐ méi bànǎ.

A: 下午我们到茶室坐坐吧，好长时间没有聊聊了。

B: 哎呀，不行。我还得准备托福。

A: 你一天到晚看书，累不累呀？你应该做点别的事。

B: 可是还有一个星期就要考试了，我得准备呀。

This preview contains only a partial answer key. The complete answers are available in the printed edition.

► 小考试题 Quiz (Total Score: 100%)

I. Character recognition: (32%)

A. Give characters for the pinyin (or can be used for dictation). (12%)

- | | |
|-----------------------|--------------------------|
| 1. kèwàihuódòng _____ | 2. bǐsàbǐng _____ |
| 3. línghuāqián _____ | 4. diànzǐyóujiàn _____ |
| 5. túshūguǎn _____ | 6. liánhuānhuì _____ |
| 7. róngyùshēng _____ | 8. bàngōngshì _____ |
| 9. bìyèshēng _____ | 10. réncáishìchǎng _____ |
| 11. wújiākēguī _____ | 12. bùfǎluójīchì _____ |

B. Put the pinyin and the English meaning next to the Chinese expressions. (10%)

1. 信息 _____
2. 考试 _____
3. 聚会 _____
4. 饮料 _____
5. 教堂 _____
6. 网络 _____
7. 全职 _____
8. 游戏 _____
9. 职业 _____
10. 简历 _____

C. Circle the correct character to fill in the blanks. (10%)

1. 因为张小妹要准备考托福，所以今天晚上他得学_____ (刁、刀、力、习、匕)，不能去看电影。
2. 学校的荣誉生俱乐部_____ (郜、部、邵、邱、邯)周末要组织学生去教堂做义工。
3. 今天的超级碗晚会上一定得有布_____ (汇、江、法、汗、泛)罗鸡翅。
4. 张小妹_____ (烤、考、老、拷、佬)得上美国的学校吗？
5. 要毕业的学生可以到人才交_____ (流、梳、蔬、湍、疏)市场去找工作。

II. Make sentences by matching the words and expressions on the left with those on the right. (10%)

- | | |
|---------------------|---------------------|
| 1. 我把简历交给学校的职业发展办公室 | a. 因为工作不累，挣钱也不少。 |
| 2. 彼得不能跟约翰到酒吧去， | b. 因为他跟他女朋友想留在北京工作。 |
| 3. 彼得在网络咨询公司的工作很不错， | c. 因为他们就这么一个宝贝女儿。 |
| 4. 张友要去人才公司找工作， | d. 因为去那样的地方他还没到年龄。 |
| 5. 张小妹钱花光了，爸爸妈妈就给她 | e. 因为他们可以帮我找工作。 |

III. Answer the questions. (18%)

1. 你喜欢不喜欢看美足超级碗的比赛？为什么？
2. 到教堂作义工的学生一般都做什么？你什么时候去过？
3. 你除了学习以外还工作吗？每周一共工作多少小时？
4. 你一般能在哪里找到工作的信息？
5. 你周末经常做什么？
6. 你毕业以后要出国，或者考研(究生)吗？为什么？

IV. Translate the following sentences into Chinese by using the words and expressions listed below. (20%)

再说……；这样……；不过……；不是……就是……；又……；再……

1. We are going to have a long weekend again in two weeks.
2. This weekend, I either go to see a movie, or go to my friend's dorm to have a party.
3. I don't like the movie I saw yesterday. It was very boring, besides, it was too long, too.
4. I'll never listen to my sister again, so that I won't have to spend time watching that kind of boring movie.
5. Xiaonian Wang did not like pizza very much, but he likes to eat buffalo wings.

V. 阅读 Reading Comprehension: (20%)

大学生的课外活动

<中国青年报>记者报导：

课外活动对于现在的大学生来说是十分重要的。学校必须让学生参加多种多样的课外活动，让每个学生的身体、学习、组织能力都能得到发展(fāzhǎn, develop)。一直以来，中国高校都经常组织体育活动、文化活动、及各种比赛等，帮助大学生在活动中得到好的体验(tīyàn, learn through one's personal experience)，对自己毕业后做不同的工作更有信心(xìnxīn, confidence)。

本报记者最近到了一部分高校去看大学生的课外活动时发现，跟前几年相比，大学生的课外活动内容(nèiróng, content)有了很大的不同，一般都带着市场经济和信息时代的特色。高校学生课外活动已经不再像过去那样全是学校出钱，组织的，而是更加社会化、项目(xiàngmù, project)化、网络化、社区(shèqū, community)化了。学校组织活动时，学生自己去找给他们出钱的公司和单位；活动内容也常常是根据社区的需要，而且很多活动都是在网络上组织和参加的。

回答问题：

1. 课外活动为什么对于大学生很重要？
2. 中国的高校一般都经常举办什么活动？
3. 记者发现大学生的课外活动有了什么不同？
4. 以前高校学生是谁出钱搞活动的？
5. 现在高校活动的特点是什么？

小考试题答案 Answer Key to Quiz

I. Character recognition:

A. Give characters for the pinyin (or can be used for dictation). (12%)

- | | |
|-----------------------------|--------------------------------|
| 1. kèwaihúodòng <u>课外活动</u> | 2. bǐsàbǐng <u>比萨饼</u> |
| 3. línghuāqián <u>零花钱</u> | 4. diànzǐyóujiàn <u>电子邮件</u> |
| 5. túshūguǎn <u>图书馆</u> | 6. liánhuānhuì <u>联欢会</u> |
| 7. róngyùshēng <u>荣誉生</u> | 8. bàngōngshì <u>办公室</u> |
| 9. bìyèshēng <u>毕业生</u> | 10. réncáishìchǎng <u>人才市场</u> |
| 11. wújiākěguī <u>无家可归</u> | 12. bùfǎluójīchì <u>布法罗鸡翅</u> |

B. Put the pinyin and the English meaning next to the Chinese expressions. (10%)

1. 信息 xìn xī information
2. 考试 kǎo shì examination; test
3. 聚会 jù huì get together
4. 饮料 yǐn liào drink
5. 教堂 jiào táng church
6. 网络 wǎng luò network
7. 全职 quán zhí full time
8. 游戏 yóu xì recreation; game
9. 职业 zhí yè professional
10. 简历 jiǎn lì resume

C. Circle the correct character to fill in the blanks. (10%)

1. 因为张小妹要准备考托福，所以今天晚上他得学习（刁、刀、力、习、匕），不能去看电影。
2. 学校的荣誉生俱乐部部（郜、部、邵、邱、邯）周末要组织学生去教堂做义工。
3. 今天的超级碗晚会上一定得有布法（汇、江、法、汗、泛）罗鸡翅。
4. 张小妹考（烤、考、老、拷、佬）得上美国的学校吗？
5. 要毕业的学生可以到人才交流（流、梳、蔬、湍、疏）市场去找工作。

This preview contains only a partial answer key. The complete answers are available in the printed edition.

▶ 口试试题 **Sample Oral Test**

I. 回答问题。老师选5题。(Answer the questions. The teacher can choose five questions to ask.)

1. 你常常参加课外活动吗？
2. 你喜欢什么课外活动？为什么？
3. 你的同学常常参加课外活动吗？
4. 请你说出两个美国学生喜欢的课外活动。
5. 请你说出两个中国学生喜欢的课外活动。
6. 请你说说什么是超级碗聚会。
7. 请你说说可以怎么找工作。
8. 为什么中国学生要考托福？
9. 要是你的零花钱花玩了，你怎么办？
10. 你们学校有像职业发展办公室那样的地方吗？你去过吗？

II. 成段表达。老师选一个情景让学生做。(Speak at length about one of the situations below. The teacher can ask the students to choose one situation.)

1. You are looking for a job to earn some pocket money. You ask a friend how to find a part-time job on campus and off campus. Make sure you find out what kind of jobs you may find, how to find these jobs and how to apply, what the pay is like for different jobs, what other channels there are for job seeking, etc.
2. You are a Chinese college student. You want to take your girl/boyfriend out for fun. You may suggest different things to do, such as a tea house, bar, watching a game, going to a park, movie theater, restaurant, etc. Find out which she/he likes and persuade her/him to go with you.

III. 朗读 (Reading Aloud)

1. Read Dialogue 1 with a partner.
2. Read Dialogue 2 with a partner.
3. Read the Reading text.